



Imagine, Believe, Achieve

DT Progression of Learning						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Developing, planning and communicating ideas						
<p>Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. Explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities. Children investigate and experience things, and 'have a go'. Show an interest in technological toys with knobs or pulleys, or real objects.</p>	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: What they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to develop their ideas through talk and drawings. Make templates and mock ups of their</p>	<p>Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking</p>	<p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design. Draw up a specification for their</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design- link with</p>

<p>Show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images. Concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>ideas in card and paper or using ICT.</p>	<p>ideas in card and paper or using ICT.</p>	<p>products. Start to understand whether products can be recycled or reused. Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics.</p>	<p>When planning consider the views of others, including intended users, to improve their work. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. When planning explain their choice of materials and components according to function and aesthetic.</p>	<p>design- link with Mathematics and Science. Use results of investigations, information sources, including ICT when developing design ideas. With growing confidence select appropriate materials, tools and techniques. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	<p>Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>
Working with tools, equipment, materials and components to make quality products						
<p>Children follow instructions involving several ideas or actions. Begin to show good control and co-ordination. Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Understand that equipment and tools have to be used</p>	<p>Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and</p>	<p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in</p>	<p>Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Assemble components to make working models. Aim to make and to achieve a quality product.</p>

<p>safely. Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision.</p>	<p>products. With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole-punch safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>appropriately. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas.</p>	<p>relation to the skills and techniques they will be using. Start to understand that mechanical and electrical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Know how simple electrical circuits and components can be used to create functional products. Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>and components accurately in temporary and permanent ways. Know how mechanical systems such as cams or pulleys or gears create movement. Understand how more complex electrical circuits and components can be used to create functional products. Continue to learn how to program a computer to monitor changes in the environment and control their products. Understand how to reinforce and strengthen a 3D framework. Sew using a range of different stitches, to weave and knit. Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. Begin to use finishing techniques to strengthen and improve the appearance of their</p>	<p>according to their functional properties and aesthetic qualities. Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. Understand that mechanical and electrical systems have an input, process and output. Begin to measure and mark out more accurately. Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a</p>	<p>With confidence pin, sew and stitch materials together to create a product. Demonstrate when make modifications as they go along. Construct products using permanent joining techniques. Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. Know how to reinforce and strengthen a 3D framework. Understand that mechanical and electrical systems have an input, process and output. Use finishing techniques to strengthen and improve the</p>
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				product using a range of equipment.	good-quality finish to the product. Weigh and measure accurately (time, dry ingredients, liquids). Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.	appearance of their product using a range of equipment.
Evaluating processes and products						
To develop preferences for forms of expression. Show understanding of the need for safety when tackling new challenges and consider and manage some risks. Answer 'how' and 'why' questions about their experiences. Say what they 'like' and 'dislike' about their product.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, likes and dislikes.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose Begin to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.	Evaluate their products carrying out appropriate tests. Start to evaluate their work both during and at the end of the assignment. Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.	Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to evaluate it personally and seek evaluation from others. Evaluate the key designs of individuals in design and technology has helped shape the world.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate the key designs of individuals in design and technology has helped shape the world.

Food and Nutrition						
Ingredients						
Explore familiar food products e.g. fruit and vegetables.	Able to recognise and name a basic range of ingredients.	Can give examples of ingredients that come from shops, markets and can be grown at home.	Can recognise and name an increasing range of ingredients.	Is able to explain where to find different ingredients in a shop.	Knows that there are a vast range of ingredients used around the world and can name a variety.	Is able to describe and demonstrate how to grow some foods.
Healthy eating						
Begin to develop a food vocabulary using taste, smell, texture and feel.	We need a variety of food and drink to stay alive. We all have different taste preferences. Start to understand how to name and sort foods into groups (plants, animals). Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.	We need a variety and balance of food (and drinks) to stay healthy, as depicted in the eatwell guide. Understand how to name and sort foods into the five groups in 'The Eat well plate'. Know that everyone should eat at least five portions of fruit and vegetables every day.	Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. People around the world choose and combine different foods and drinks to make meals and snacks.	We need to eat foods in the proportions shown by the eatwell guide as well as eating a variety of foods from the largest food groups to be healthy. Know that to be active and healthy, food and drink are needed to provide energy for the body	Food (and some drinks) provide energy for the body so we can be active and stay healthy. Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.	Understand that nutrients, vitamins, minerals and water are needed for health and are acquired by eating a variety of foods.
Equipment						
Is able to recognise a basic range of cooking equipment.	Is able to name a basic range of cooking equipment.	Explains the purpose of a basic range of cooking equipment.	Names an increasing range of cooking equipment and explain what it does.	Is able to choose the most appropriate equipment for instructions given.	Describes an extended range of cooking equipment, explain its function and how it is designed for its purpose.	Is able to use knowledge and skills to work out how unknown pieces of equipment function.

Hygiene and safety						
With support, begin to work safely and hygienically.	Can get themselves ready to cook with help and reminders.	Is able to give some examples of foods which should be kept in the fridge, cupboard or freezer.	Can get themselves ready to cook and remember what they need to do independently.	Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. Knows that there are storage instructions on most food packaging and can identify and use these.	Talk about and demonstrate what they should do during and after cooking.	Is aware that there are date marks ('use by' and 'best before') on foods, can identify and use these.
Where food comes from						
Begin to think about where food comes from.	Know all food comes from plants and animals and can give some basic examples. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.	Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Is able to sort a number of foods into plant or animal groups.	Can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground. Know what food is reared (such as pigs, chickens and cattle) and caught (such as fish).	Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Can name the sources of common ingredients found in different dishes and meals.	Can say which part of a plant or animal different foods come from. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking.	Finds out about the ingredients used in different dishes, where ingredients come from and how they are produced/processed. Understand that seasons may affect the food available.
Skills						
With support, begin to use a range of basic cooking skills. For example: <ul style="list-style-type: none"> Peel (with a peeler) Mix Spread (soft ingredients) Measure (with measuring spoons) Snip with kitchen scissors 	Recognise and use a range of <u>basic cooking skills with support</u> . For example: <ul style="list-style-type: none"> Peel (with a peeler) Mix (with increasing thoroughness) Spread (soft ingredients) 	Names and uses a range of cooking skills with <u>increasing competence</u> . For example: <ul style="list-style-type: none"> Peel (with a peeler) Mix (thoroughly) Spread (evenly over food) Measure (with measuring jug and scales) 	Names and uses a range of cooking skills with <u>confidence and accuracy to prepare increasingly challenging ingredients</u> . For example: <ul style="list-style-type: none"> Peel (to create ribbons, e.g. carrots, courgettes) 			

<ul style="list-style-type: none"> • Grate (soft foods) • Shape • Mash • Juice (juicer) • Cut (soft foods) using: <ul style="list-style-type: none"> - Fork secure - Claw grip - Bridge hold (and mini bridge) 	<ul style="list-style-type: none"> • Measure (with measuring spoons) • Snip with kitchen scissors • Grate (soft foods) • Shape • Mash • Juice (juicer) • Cut (soft foods) using: <ul style="list-style-type: none"> - Fork secure - Claw grip - Bridge hold (and mini bridge) 	<ul style="list-style-type: none"> • Snip with kitchen scissors (with great control) • Grate (firmer foods like carrots) • Shape (with greater precision) • Cut out with cutters • Spoon ingredients (using two spoons) • Arrange (attractively) • Crack an egg • Cut (soft foods progressing to firmer foods) using: <ul style="list-style-type: none"> - Fork secure - Claw grip - Bridge hold (and mini bridge) 	<ul style="list-style-type: none"> • Mix (fold ingredients together e.g. flour into a mixture) • Measure accurately (using digital scales, analogue scales, measuring jug) • Grate (with greater control and skill, e.g. zest from a lemon) • Cut out with cutters (positioning carefully to avoid wastage) • Cut (firm foods) using: <ul style="list-style-type: none"> - Fork secure - Claw grip - Bridge hold (and mini bridge)
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Understand and apply the principles of nutrition and health.

Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Understand the source, seasonality and characteristics of a broad range of ingredients.